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AUTHOR Adams, Patricia; And Others
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ABSTRACT

This document describes a demonstration pilot project that brought Washington's North Seattle Community College (NSCC) instructors together with the staff training office of the City of Seattle. With a 310 grant, the NSCC Adult Education Division offered a successful basic skills course on-site for City of Seattle employees. The procedural guide included in this document shows the steps NSCC adult education instructors took to identify and assess trainees' skill levels, to learn supervisory expectations of the training, to familiarize themselves with reading and writing tasks and materials the trainees have to use on the job, and to compile lists of competencies identified by supervisors and teachers. The guide also shows steps taken to recruit, market, test, and evaluate the program. The second part of this document is a competency-based program of instruction in basic skills that includes the syllabus, pretests and posttests, assignments, lesson plans, competencies, and job-related materials for the reading and writing and test-taking class at the City of Seattle. The final product included in this project is a marketing brochure that the Adult Education Division will use with other companies and agencies to promote in-house training in basic skills. (KC)

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FINAL REPORT AND FINAL PRODUCTS

For

ABE 310 PROJECT 40272

"Basic Skills Competencies for Career Enhancement"

PROCEDURAL GUIDE, CURRICULUM, LESSON PLANS, AND MARKETING BROCHURE FOR MODEL ON SITE ABE CLASSES IN GOVERNMENT AND INDUSTRY

PROJECT STAFF

Patricia Adams	Instructor
Marilyn Stark	Project Coordinator, Instructor
Cheryl Reed	Consultant
Marie Rosenwasser	Project Director

NORTH SEATTLE COMMUNITY COLLEGE
9600 College Way North
Seattle, WA 98103

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PROCEDURAL GUIDE

BACKGROUND INFORMATION

The NSCC adult education classes serve adults whose basic skills range from zero to minimal literacy. Many adult workers who fall in this category and who are employed in private industry or government agencies do not take advantage of free adult education programs at community colleges because they do not want to admit their lack of functional literacy skills. This demonstration pilot project brought North Seattle Community College adult education teachers together with the staff training office of the City of Seattle. With the 310 grant, the NSCC Adult Education Division offered basic skills instruction on site for City of Seattle employees. This project also provided for the development of promotional materials and a competency-based instructional program specifically adapted to the needs of City of Seattle employees who wished to improve reading and writing skills for advancement in their jobs. The products of this demonstration project can be used by community college adult education programs to market other courses and programs to industry and government and to make development of future "in-house" training in basic skills competencies for employees easy and economical. The City of Seattle was very pleased with this specifically tailored basic skills instruction for their employees who need basic skills training to enhance current job performance and compete for other job opportunities; in fact, the City has requested that NSCC offer another competency-based course competitively marketed for the City of Seattle in 1987-88.

The following documented procedural guide shows the steps NSCC Adult Education Division instructors took to identify and assess trainees' skill levels, to learn supervisory expectations of the training, to familiarize themselves with reading and writing tasks and materials the trainees have to use on the job, and to compile lists of competencies identified by supervisors and teachers. The guide also shows steps taken to recruit, market, test, and evaluate the program. The second part of this project is a competency-based program of instruction in basic skills that includes the syllabus, pre-tests and post-tests, assignments, lesson plans, competencies, and job-related materials for the Reading and Writing and Test-taking class at the City of Seattle. The final product included in this project is a marketing brochure that the Adult Education Division will use with other companies and agencies to promote in-house training in basic skills.

IDENTIFICATION OF TARGET EMPLOYEES

The goal of North Seattle Community College Adult Education Division's Basic Skills Competencies for Career Advancement grant was to develop specifically tailored basic skills instruction for employees of the City of Seattle who needed basic skills training to enhance current job performance and compete for other job opportunities. In summer of 1986, the first step taken by NSCC's project staff was to contact the staff training coordinator of the City of Seattle. This person was sympathetic to and interested in a joint project to create a class to improve reading, writing, and test-taking skills of City of Seattle employees. Both the training coordinator of the employer and the college project staff had a record of successful basic skills education. Both

knew community college education, and both had trained in the government/ corporate environment as well as the college setting. The training coordinator for the City of Seattle agreed that the first objective would be to provide agency supervisors and management with information about learning disabilities and adult illiteracy. Supervisors would then assist in guiding employees with limited basic skills and/or learning disabilities toward the classes to be offered by NSCC teachers on site at the City of Seattle.

The City training coordinator was sure that there was a large population of native born and ESL workers employed by the City of Seattle who needed to improve reading and writing skills in order to succeed on the job. As a preliminary target, she wanted to aim the campaign for the demonstration class at those laborers in the lowest level jobs who needed to improve basic skills so that they could pass the crew chief or supervisor tests. In order to learn about such employees, the training supervisor identified the employment services manager in the personnel department as a key person to explain to NSCC instructors the process of training identification and testing.

GATHERING MATERIALS

During September and October the project instructors familiarized themselves with tests that trainees must take in order to compete for promotion and with materials that employees need to be able to read and write in order to function effectively on the job. The instructors took notes on the questions from the past tests for maintenance crew chief. They then re-wrote questions and began compiling a sample test booklet which they hoped to use in their classroom instruction. The instructors also discussed the crew chief examination and questions with the employment services manager.

The college instructors revised test questions for a sample crew maintenance test so that questions would be similar to but not the same as questions on past tests. (See attachment A-1) By doing readability levels on the tests the instructors found that many of the questions were at the 14th grade readability level.

Meanwhile, during September and October the city training coordinator sent memos to various department administrators explaining the demonstration class and asking supervisors for typical reading/writing materials from various departments that the instructors could use for curriculum design. These included job orders, safety instructions, crew directions, maps, labels, department policies and procedures, equipment reports and instructions. (See attachment A-2)

Since the instructors were not sure exactly what kind of students would appear for the class, the next step was to advertise and market an orientation class and to test interested city employees to determine which of the instructional materials would be appropriate.

RECRUITMENT

The training coordinator's responsibility during the fall of 1986 was to recruit City of Seattle employees for the model class. She determined that new marketing techniques were necessary for this program because of the special

needs of the targeted population. A letter was sent to Department Directors requesting: 1) a paycheck stuffer for the first pay period 2) permission to display posters in the department during November 3) that a memo to employees be read in crew reports in the morning supporting the program and informing them of a brown-bag lunch. The training coordinator also had access to shop stewards and union meetings to announce the program. (See attachment A-3)

The Personnel Training Office advertised two test sessions in December at the Dexter Horton Building in downtown Seattle. The City of Seattle received nearly 75 phone calls requesting information. Because people are sensitive about their illiteracy, the training coordinator decided not to take the names of the callers and to keep all names confidential from City of Seattle departments. The NSCC instructors began testing city employees in two sessions in December at the downtown Seattle location. The instructors filled out a short background information sheet on each employee. (See attachment A-4)

The employees attending the preliminary sessions were not the typical laborer trainees wanting to be crew maintenance chief that the grant had initially intended to reach. Instead they were a mixture of various levels, backgrounds, and nationalities. Only seven employees attended the two sessions in December. The college instructors and the training coordinator analyzed the slow sign-ups and the level of students interested in the program. They felt that since the City of Seattle could not take names on phone calls, this limited follow-up and participant commitment. There also was no sponsor listed on paycheck stuffers, possibly confusing potential participants. Also it was recommended that no promotion in departments be done until after the paycheck stuffers so that the personnel department would not be "swamped" by applications. Also, several people were answering telephones and giving information to callers, but none of these people was closely tied to the program.

The suggested solutions were to delay the program's starting date until February 21, giving seven weeks to sign up participants and to stay within grant guidelines. Determining that another paycheck stuffer was not wise, the training coordinator sent another letter and copies of a flyer to supervisors in the departments of Water, Engineering, City Light, Parks, and Seattle Center, outlining the program and requesting that each member of staff/crew receive a flyer. (See attachment A-5) She sent a letter to training coordinators asking that the flyer be distributed through the normal training channels. She asked union representatives if they would distribute flyers in a December meeting. The NSCC instructors set three more informational/testing dates for January. The City of Seattle decided to take names and numbers of callers for follow-up purposes. Employees who had attended the preliminary sessions in January and December were given letters outlining the objectives of the class and urging them to bring their friends to the first sessions of class. (See attachments A-6, A-7)

After the three testing sessions the teachers had names and test scores of fifteen people and the names and telephone numbers of others who had called for information but had not shown up at the testing sessions. The teachers called all employees and invited them to the class called "Reading, Writing, and Test-Taking." It was to begin February 21, 1987. Of the twelve employees who were enrolled, only two were the laborers for whom the class had originally been designed. The other ten had higher reading levels than the laborers and

most worked in office jobs. The employees came from the City Police, Seattle City Light, Engineering, and Accounting departments.

PRE AND POST TESTING OF STUDENTS

The NSCC instructors decided to use the original form of the TABE, medium difficulty level, to initially test employees of the City of Seattle. The instructors conducted two test/orientation sessions in December and three test/orientation sessions in January for a total of five testing sessions. The teachers asked employees to fill out a confidential registration information form for the Reading, Writing, and Test-Taking class. The information form asked background information and also asked the employees to tell why they would like to take the training course and to list skills with which they needed help. Student needs listed included: improving sentence structure, writing clearly, spelling correctly, comprehending reading material better, improving vocabulary, writing for the job, reading better and faster, improving English skills, and improving test-taking skills. Employees who showed interest in the class included those who had dropped out of high school, one with a B.A. from a university, and several with community college training. The reading levels according to the testing with TEST OF ADULT BASIC EDUCATION ranged from 4.3 to 10th grade. Some employees asked not to take the reading test because they were embarrassed for the teachers to find out that they could not read the test at all. One of these was unable to read second grade level material.

The following table shows the TABE test scores of students beginning the class and the same for students who studied the entire fifteen weeks. Students were tested at the beginning of class sessions with TABE Level M Form 3 and at the end with TABE Level M Form 5. One student was tested with the TABE Level E Form 3.

The following table will show the students' pre and post test reading scores. Seven students attended the final session. Their post-test scores are shown.

READING SCORES

Student Number	TABE 4 Med.	TABE 5 Med.
1.	5.0	
2.	10.0	11.5
3.	5.5	
4.	7.2	12.9
5.	5.6	7.9
6.	5.1	(did not attend)
7.	8.2	(did not attend)
8.	4.3	(work schedule conflict)
9.	10.0	(work schedule conflict)
10.	5.2	(did not attend)
11.	9.2	(did not attend)
12.	5.2	9.9
13.	9.1	(work schedule conflict)
14.	1.0	3.6 TABE Easy
15.	8.2	9.9
16.	5.6	9.9

As one assessment of English skills, a sample writing was taken from students the first day of class. Students were asked to write about their favorite meals, favorite jobs, what they would save in a fire, etc. (See attachment A-8) The writing problems included mistakes in sentence structure and verb tense and improper punctuation and subject-verb agreement. Spelling mistakes included common homonyms and commonly misspelled words. In their writings students used generalizations without clearly stated topic sentences or any specific proofs. Attachment A-9 shows the writing samples of students at the beginning of class and the final revised compositions of the students at the end of fifteen weeks of instruction. The students were asked during the first sessions what on-the-job materials they needed to study. They indicated accident reports, minutes to meetings, procedural memos, and letters to their supervisors as typical reading and writing they would like to practice. The students also indicated a strong interest in reading stories and articles and in learning about various types of writing. They felt a need to be able to read well and to understand what they were reading--not only on the job, but also in order to enrich their lives as well as the lives of their children and families.

From the reading scores, the writing samples, and the direct comments from the employees about what they would like to practice in reading and writing, the NSCC teachers set up a curriculum geared to the majority with specific objectives and competencies. The two students who could not deal with these competencies were given individualized plans to improve their reading and writing skills along with instruction in filling out on-the-job forms using correct spelling and full sentences.

The course lasted from February 21 until May 20 with ten students attending on a regular basis. Others attended as their work schedules permitted.

Revised writings of students throughout the fifteen weeks were compiled and typed to show improvement in writing skills. Students were tested on comprehension and reading skills weekly. Progress was discussed and goals were set on an individual basis. Please see the Curriculum and Competencies section of the grant Procedural Guide for a list of competencies and samples of lesson plans and assignments used in the fifteen-week course.

EVALUATIONS

The students who continued for the entire fifteen weeks rated the class "very successful." (See attachment A-10) They would like to continue the class next year and are spreading the word about the successes they feel they achieved in the classes. The one student with a first grade reading level felt much better about himself because he was able to take part in class discussions and was able to raise his reading level. At the same time he would have profited from more one-to-one help with his individualized materials, since he did his studying only in class. Some students went on to community college classes for the summer. None of the students needed the course to pass any immediate examination, but they all felt that the improvement in their reading and writing skills was important for their well-being and their self esteem on the job. One of the students had one of his class compositions printed in the Seattle City Light Employees Association newsletter. (See attachment A-11)

This was a source of great personal satisfaction, and it also made him something of a celebrity in his department. All of his classmates were pleased and happy with his achievement. The one very low student who came in reading at a first grade level also said that this was the first course as an adult that he had "actually finished." It was also the first class in which he had made any improvement in his reading skills. The comments attached show that the students had taken other classes but felt that this course better addressed their needs. The final day celebration party photos show the satisfied students who were able to attend. (See attachments A-12, A-13, A-14)

According to the instructors' assessments, the students showed quality improvement in their reading and writing abilities. However, the instructors do feel that they wasted time the first months researching materials as they followed the initial idea that most of the students would be laborers who needed to pass a particular crew maintenance test. They agreed that the best way to set up such a class is to interview the employees who actually show up and to have a variety of samples available, but to follow the advice of the adults themselves who know what they need and want in reading and writing. When job-related materials were introduced for which the students saw no need or with which they were already familiar, it was difficult to get the students interested in working on the lessons. When students were asked to bring in their own job-related materials, they brought them because there was a specific problem with a difficult form or letter to write. In this case, interest was high. All students responded well to writing about their own personal experiences. They enjoyed writing about themselves and using writing and discussion of their writing as expression and clarification of their ideas. They also enjoyed reading different types of stories and articles and discussing the meanings, looking for evidence to prove a point, learning to summarize, mastering and using new vocabulary words, and learning from one another's ideas. They especially enjoyed learning new methods to improve their reading skills. This experience showed the teachers that adults who already feel secure in their jobs look for a reading and writing class that will help to satisfy their own personal goals of improving their reading and writing skills; they do not need unrealistic job-related goals arbitrarily set for them by others.

The students indicated that the time and location of the classes--after work in downtown Seattle--were best for all. They also indicated that more people would be able to attend classes if some released time could be granted. Among the regular students, two had trouble getting to class on time because of their work schedules. A number of others who originally signed up could not attend the class at all because of their work schedules. The students and teachers alike felt that a more individualized plan of one-to-one attention for some of the students at the very lowest reading and writing levels would have shown even more improvement in their skills. The teachers did feel, however, that having students of various levels and abilities in the class was helpful and positive for all concerned. The students were able to learn from one another.

RESULTS

The students, teachers, and staff training coordinator rated the pilot class of NSCC "very successful." Reading test scores and writing samples of the first students showed excellent improvement. From the suggestions and eval-

uations of students, instructors, and training office, the class will be revised and perhaps shaped into a lab refresher course for the City of Seattle employees to improve their reading, writing, and math skills as well as their self-confidence levels. The positive evaluation of the training experience from trainees and training coordinator has rated the pilot project so successful that the training coordinator has asked NSCC to continue the class as part of the City of Seattle's professional training courses for next year.

The training coordinator recommended that the class be offered as a refresher course for six weeks at a time. Students would elect to work on two skills per six-week time in a lab situation. For example, students could choose to work on writing and math during one six-week session and continue to work on writing and reading for a second six-week session. The class would be assigned one room in the Dexter Horton Building which would have machines such as VCR and tape recorders available for individualized work. Those students who enrolled with low reading and writing levels would be provided one-to-one tutoring. The training coordinator further suggested that the class be offered during working hours with part released time from the job and part employee donated time. A variety of materials and workbooks would be available because the evaluation of the first pilot class showed that students respond best to work that encourages expression and clarification of their own ideas. Most employees have the idea of continuing their educations and would rather work on school materials than on job related materials. When an employee needs help with job related materials, he/she will be able to bring them to the refresher class lab for the immediate attention of the teacher.

The recommendations on how training activities can be improved in the future will help NSCC to shape future courses which will specifically tailor basic skills instruction for employees of industry and governmental agencies. The pilot class has produced a procedural guide, a curriculum, and a marketing brochure that will promote the Adult Education program's credentials for developing tailored, in-house training programs for employees needing basic skills for career and personal enhancement.

Curriculum Guide

Reading, Writing, Test Taking

CURRICULUM GUIDE
READING, WRITING, AND TEST TAKING
City of Seattle

CLASS SYLLABUS

This class is a pilot project of North Seattle Community College Adult Education instructors working with City of Seattle professional development to improve reading, writing, and test-taking skills of the City of Seattle workers. This class will help workers perform better in their jobs by improving their reading and writing abilities. The class will study materials found on-the-job for reading and writing practice. The class will also take practice tests and discuss test questions in order to understand the strategies for answering multiple choice questions on employment tests.

OBJECTIVES:

1. You will practice reading and understanding written materials.
2. You will read and spell on-the-job words.
3. You will write work orders, notes, messages, memos, and personal experiences.
4. You will fill in on-the-job forms and applications.
5. You will practice taking multiple choice tests to learn test-taking strategies.
6. You will present yourself positively in writing and speaking in order to move up on the job.

REQUIREMENTS:

1. Your attendance at every class is very important. Please call Pat Adams or Marilyn Stark at 527-3709 if you cannot attend a class.

2. Ask questions when you don't understand something. Your questions are what other students would like to ask but are afraid to ask. Your questions will help the class to learn.

3. Keep a notebook of your work and bring it to class every time.

READING AND WRITING COMPETENCIES

I. BEGINNING WRITING COMPETENCIES

At the end of the class an employee will be able to use writing for on-the-job needs and for personal communication.

Competencies:

1. Write survival words and phrases on simple forms.

2. Fill out simple forms.

3. Use appropriate capitalization and punctuation.

4. Write notes; take messages.

5. Form complete sentences.

6. Write three or more sentences about the same topic.

7. Spell phonetically regular words.

II. INTERMEDIATE WRITING COMPETENCIES:

At the end of the class, a student will be able to compose a variety of sentences of increasing complexity and be able to construct simple paragraphs.

1. Write a variety of sentences including statements, questions, and commands.

2. Use correct subject-verb agreement.

3. Develop proof-reading skills.

4. Compose an informal letter.

5. Write a simple paragraph that contains a topic sentence and at least three supporting sentences.

6. Experience writing as a form of personal expression by brainstorming, considering audience and purpose, thesis, and specific detail.

7. Fill out complex forms.

8. Spell homonyms.

III. ADVANCED WRITING COMPETENCIES

At the end of training, an advanced student will be able to construct written works containing several paragraphs using correct punctuation, capitalization, usage, spelling, and more sophisticated sentence structures.

Competencies: Student will be able to:

1. Combine ideas through the use of more sophisticated sentence structure.

2. Use correct verb tense, pronoun reference, capitalization, and punctuation.

3. Write a report on material read or observed.

4. Compose a resume.

5. Write a variety of letters and reports (to a superior, minutes of a meeting, procedural memo, accident report).

6. Refine proof reading and dictionary skills.

7. Use writing skills as tools of personal expression.

8. Spell list of commonly misspelled words

READING COMPETENCIES

On completion of this class, the student will show orally, in writing, or through demonstration, that he/she is able to:

1. Identify problem words, learn what the words mean in their context, and use the words in meaningful sentences related to the student's personal life.

2. Take an active part in a discussion of a reading passage, not only using evidence from the passage to answer questions, but also sharing ideas about personal reactions to the ideas in the story.

3. Improve his/her reading skills by learning and practicing the process of listening to a taped passage and then reading the passage aloud, following the taped model as closely as possible.

4. Use body language to convey certain emotions and meanings and as a catalyst for understanding a reading passage on the subject of body language.

5. Successfully deal with multiple-choice questions of the type on his/her employer's promotional examinations.

6. Read, analyze, and discuss stories and articles on a variety of subjects.

7. Read, understand, and correctly fill out forms and paperwork that he/she is required to deal with on the job.

8. Take part in small group and larger class discussions of reading material, analyzing, finding evidence to back up opinions and statements, and encouraging others to voice their ideas and opinions.

9. Understand, practice, and use the SQ3R method.

10. Raise his/her reading skills level by practicing the activities listed above.

CURRICULUM LESSON PLANS FOR WRITING

OBJECTIVE:

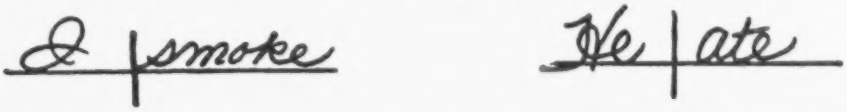
Finding subjects and verbs

ACTIVITIES:

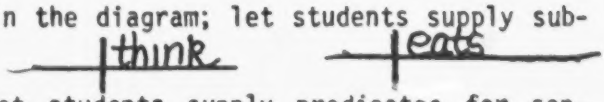
1. Establish interactive groups of 3-5 students.

2. Select sentences from the students' own writings. (See suggestions for personal writing topics, Attachments B-1, 2, 3)

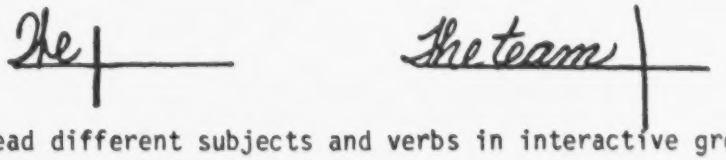
3. Model diagrams from students' own writings on overhead.



4. Put only the verbs or predicates in the diagram; let students supply subjects.



5. Write out subjects in diagram; let students supply predicates for sentences.



6. Students read different subjects and verbs in interactive groups.

7. Put some of the students' sentences on the board.

8. Have individual students diagram sentences on the board and at their seats.

9. Have groups work on finding subjects and verbs in The Least You Need To Know About English. (See attachment B-4) Do some sentences together in diagrams, and then let the students work as a group and come to a concensus on analyzing sentences.

10. After experience with finding subject and verbs, the teacher points out verbs of action and verbs of being.

ASSESSMENT:

Have students read other students' papers and pick out five subject/verb groups and diagram the sentences.

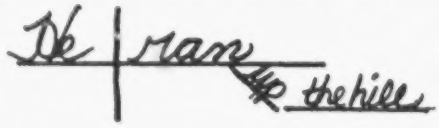
OBJECTIVE: Finding subject, verbs, and prepositions.

ACTIVITIES:

1. Pass out worksheet on prepositions. (See attachment B-5)

2. Have students answer the first question. Share the answers in a small group. Ask one student at a time to write sentence on board.

3. Diagram their sentences as models, explaining the new term preposition and object of the preposition. Have students copy the diagrams at their seats.



4. Do the same for question 2 and question 3 and question 4.

5. Do some exercises from The Least You Need To Know About English. Diagram the sentences together, and then ask the students to diagram in pairs. Finally ask students to try diagramming by themselves.
Put some examples on the board.

ASSESSMENT:

Pass out sentences from students' writing (see attachment B-6) Have students diagram their own sentences.

OBJECTIVE:

Using correct subject-verb agreement.

ACTIVITIES:

1. From subject-verb groups found in student papers, put diagrams on overhead projector.

2. Ask students if the subjects fit with the verbs. Give examples of subject -verb in present tense, using the students' own words if possible.

He | sits They | sit

3. Explain the change in verb for third person singular.

4. Practice exercise from Writers Workbook. (See attachment B-7) Do a few examples together as a class.

5. Have the students work together and come to a concensus answer by answer.

6. Model for them. Share your thinking in analyzing a sentence. First you look for the verb, and then you ask yourself who is doing the action. Is the subject singular (he, she, it)? Then the verb must have an "s."

7. Work on more sentences. Let the students discuss together and come to concensus. The teacher can stimulate discussion by asking: "Have you found the action or is it a verb of being?" "Who is doing the action?" "Who is being described?"

ASSESSMENT:

Have students read each other's papers and pick out five subject-verb groups, diagram the sentences, and decide if the subjects agree with the verbs.
Have students do one exercise by themselves, picking out subject-verb and supplying correct verb with subject.

OBJECTIVE:

To understand and punctuate correctly compound sentences.

ACTIVITIES:

1. On the overhead projector, write two simple sentences that occur together in students' papers:

   "I decided to go cold turkey." (Cold turkey refers to the addictive aspect of smoking.)
   "I was feeling good."

2. Ask the students to diagram the subject and verb of each sentence.

3. Explain that when two subject-verb groups occur together and they are closely related in their meaning, they can be joined in several ways to make for variety and sophistication in writing. (See handouts "Three Ways to Join Clauses," Attachment B-8) The result is called a COMPOUND SENTENCE.

4. With more sentences from the students' writing, have students diagram sentences and then join them in various ways. Sharing the results will show the several possibilities for joining the sentences.

5. Work together as a group through the handout.

ASSESSMENT:

Students can read each other's papers and pick out subject-verb simple sentences and join the sentences to make two compound sentences.
In the next writing assignment, ask students to write two compound sentences in their compositions and underline the compound sentences.

OBJECTIVE:

To understand how to write and punctuate complex sentences.

ACTIVITIES:

1. Pass out handout on clauses. (See attachment B-9) Ask students in interactive groups to write the answer to No. 1: What did you do? Share responses in groups; then ask for examples to put on the overhead.

2. Work through No. 2 in the same way, pointing out that this is a compound sentence.

3. Before answering No. 3, explain the two kinds of clauses--dependent and independent. The independent clause can stand alone and make sense; it is strong. The dependent clause begins with a "weakening word" which weakens the clause so that it cannot stand alone but must be attached to an independent clause to make sense. Point out the list of common weakening words which make a clause dependent.

4. Pass out second handout on Complex Sentences. (See attachment B-10) Ask students in interactive groups to add an independent clause either before or after the dependent clause to make a full, complex sentence. Do one sentence at a time in interactive groups. Share responses in groups, and then ask for examples to put on the overhead.

5. As the teacher works through the handout, point out the punctuation for complex sentences. In Numbers 3 and 4, when the clause follows the independent clause, no comma is necessary. When the clause begins the sentence, a comma is necessary between the dependent and independent clauses.

6. For the next phase of instruction, take compound sentences from the students' own writing and ask them to make them into complex sentences for variety, emphasis, and sophistication. (See attachments B-11, B-12) Students and teacher should work in groups first deciding in consensus how to revise the sentences.

ASSESSMENT:

Continue to take sentences from students' writing to have them revise. The final assessment is to ask students to choose sentences from their own composition and change at least two sentences to complex sentences.

OBJECTIVES:

Topic and Audience; Creating; Thesis; Specific Detail. (See attachments B-13 through B-17)

ACTIVITIES:

For the writing lessons, the teacher should follow these steps:

1. Warm up the students by asking them for their ideas on the subject of CREATING, BRAINSTORMING, ETC.

2. Model an exercise for the students, showing your responses.

3. Ask students to try the same exercise in interactive groups, sharing their responses with each other.

4. Put sample responses on the overhead or blackboard.

5. Ask students to try the exercises on their own.

ASSESSMENT:

On weekly essays check how well the students have understood the point of the exercises on essay organization by examining the writings for one organizational skill at a time.

OBJECTIVE:

To spell correctly lists of most commonly misspelled words.

ACTIVITIES:

Spelling is often a matter of excellent visualization skills together with a review of phonetic regularities of words. Teach students how to visualize words, how to use all of their senses to remember how the word looks, sounds, feels. Pronouncing the words correctly will help with spelling. Also, thinking up mnemonic devices to help remember correct spellings will help.

SEE THE WORD (see the word clearly, completely, correctly)

HEAR THE WORD (hear the word spoken carefully, correctly distinguishing sounds and syllables)

SAY THE WORD (say the word carefully, correctly, relating sounds to letters)

WRITE THE WORD (write the word carefully, correctly as you saw, heard, and said it)

CHECK THE SPELLING AGAIN

The teacher assigns ten words per lesson from the most frequently misspelled word list. (See attachment B-18) In class or as homework, the students can practice the words. Students can also copy the words on a blackboard for whole body memory of the words. Oral drill asking students to make a sentence with the words or giving the meaning of words helps students visualize the words. Playing word games such as "hang man" with the words or erasing certain letters from words and asking students to write the word correctly help drill the words.

Some students with severe learning difficulties benefit from a careful analysis of words and thorough explanation and intuitive working with rules of spelling. (See handouts on Phonograms, B-19; Words Often Confused, B-20; Doubling Rule, B-21)

ASSESSMENT:

The teacher and students can graph their successes weekly with a test of the spelling word lists. Students missing more than 25% should be given another chance to repeat the tests. Students who score well can give practice tests to the others. Teachers should stress the letters correctly placed in a word and not just count the words wrong if letters are misplaced. Teachers can correct words for the number of letters correctly placed in a word so that a student feels improvement even though the word might not be totally correct.

Students can keep flash cards of "demon" words or words misspelled on writings.

OBJECTIVE:

Reading and writing on-the-job sight words.

ACTIVITIES:

1. Teacher reads aloud the words on an application, repair order, etc.

2. Teacher asks student to listen and then try to read the line fluently.

3. Teacher asks student what words should be written in on the line. Student dictates to the teacher.

4. The student tells the teacher the words he/she does not know how to read or write. The teacher makes a list or flash cards for the student.

5. Teacher asks students to fill in the words in the correct blanks from the list or flash cards.

6. Teacher has another blank copy of the form. Student practices reading the questions fluently. Student then fills out the form again trying to remember the spelling of words but looking when he/she cannot remember the word.

ASSESSMENT:

Spelling lists of sight words can be made. Only a few at a time. When all words are learned, student can fill out another form without looking at words.

LESSON PLANS--READING

OBJECTIVE:

The student will identify problem words in a reading selection, learn what the words mean in this context as well as in other situations, and use the words in sentences related to his/her own personal life.

ACTIVITIES:

1. Teacher explains objective to class.

2. After a brief introduction of article and author, teacher reads aloud "Darkness at Noon," a personal experience narrative written by a blind lawyer, Harold Krents. (See attachment B-22)

3. Students underline any difficult words as they listen to the story being read.

4. Students work in pairs with dictionaries, taking turns reading their own problem words and discussing possible meanings with partners. They help one another look up the words and decide upon the meanings of the words as they are used in this story.

5. The whole class working together, teacher asks for problem words. As students call them out, teacher lists them on the blackboard or flipchart. Correct pronunciation of any difficult-to-pronounce words is practiced by the entire class as this activity progresses.

6. Teacher leads discussion as students give the meanings they have decided upon for each word and discuss its use in the context of the reading passage as well as some of its other possible meanings. (This activity gets the students into some interesting discussions about the meaning of the entire reading passage and about why the author may have chosen to use certain words.)

7. Teacher writes on the board several examples of meaningful personal experience sentences using the words just discussed. These sentences are volunteered by students.

8. Students write personal experience sentences, using each of the problem words listed on the board. (This can be a homework assignment.)

9. Students work in pairs, reading their sentences to one another, discussing and correcting them. While this is in progress, teacher circulates, quickly correcting the sentences and answering questions about them.

ASSESSMENT:

Demonstration of ability: each student reads his/her sentences (or five of them if the list of words is a long one) aloud to the class--loudly, clearly, and slowly enough to be understood by all.

OBJECTIVE:

Regardless of his/her reading level, the student will take part in a group and in a class discussion of reading material, analyzing, finding evidence to back up opinions and statements, and encouraging others to voice their ideas and opinions.

ACTIVITIES:

1. Teacher explains objective to class and demonstrates visualizing technique in which students make mental pictures of the material as it is read to them.

2. Teacher encourages the students to relax and enjoy the story while they are practicing making mental pictures.

3. Teacher reads aloud for the second time the article "Darkness at Noon." (The first reading was on the previous day, after which the students mastered the difficult vocabulary words.) The reading aloud ensures that the material is fresh in everyone's mind and that all present will have an equal opportunity to join the discussion, no matter the difference in reading abilities.

4. Students listen to reading, relaxing and enjoying the experience, while making mental pictures of what is happening in the story.

5. Students get together in groups of 3 or 4 and discuss the story, using a question sheet supplied by the teacher or using the questions at the end of the story for a guide.

6. Teacher joins groups, one by one, as a participant, modeling behavior: relaxed, interested, encouraging each one to voice an opinion.

7. The entire class back together, the teacher calls upon each person in turn around the class, asking the questions the students have been working on--and for which they now have answers. Ground rules for questions: there are no "wrong" answers; different opinions on any subject are seen as equally valuable; evidence from the story is considered an important part of the discussion; and an interested, helpful, cooperative spirit is encouraged and maintained. In this atmosphere, even the poorer readers will take part in the discussion.

8. Teacher moves the discussion to personal attitudes about handicaps: why we and others might feel the way we do about a handicapped person; how much courage and determination handicapped people need in order to survive; how all of us are handicapped in some way, etc.

ASSESSMENT:

Oral demonstration of ability: each student is called upon and takes part (perhaps several times) in both the small group and the class discussions.

OBJECTIVE:

The student will listen to a reading selection and practice mastering the difficult vocabulary words, discussing questions on the reading passage and sharing personal opinions about the ideas presented in the story.

ACTIVITIES:

1. Teacher explains objective to class.

2. After a brief introduction of story and author, teacher reads aloud "He Battles a Mountain" by Paul Shin. (See attachment B-23)

3. Students listen, underlining difficult vocabulary words and visualizing the story, as they have practiced in a previous class.

4. Students work in pairs (as practiced in a previous class) on the vocabulary words, using a dictionary and asking for help from the teacher or from other students as needed. This is a cooperative effort. Teacher circulates, giving assistance and encouragement.

5. The entire class working together, teacher asks for words that remain problems. Teacher puts these on the board and class defines them and uses them in sentences, which the teacher writes on the board.

6. Students, in groups of three or four, discuss the story, answering questions at the end of the story. Teacher circulates, taking part in the groups and encouraging participation of all students.

7. Teacher leads discussion of the story, calling on each student in turn around the room. After details of the story have been covered, the discussion goes on to how we ourselves would react to the situation that the Korean mountain climber faced. This includes: how culture affects our judgement and actions; how family expectations differ according to culture and/or personal ideas; how some pressures or expectations might lead us into faulty reasoning or dangerous actions; whether family members should take upon themselves the responsibilities handed to them by older family members. This discussion is one that all students, regardless of reading abilities, are able and usually eager to take part in.

ASSESSMENT:

Oral demonstration of ability: students master vocabulary words so that they can understand the story and then take part in a discussion of the story, using evidence and personal experience to back up opinions.

OBJECTIVE:

Student will learn and practice a method to improve his/her reading ability by first listening to a story on tape and then reading the story aloud, following the model as closely as possible.

ACTIVITIES:

1. Teacher explains objective to class. We will purposely use first and second grade level materials so that only the method will be the lesson--not the vocabulary and reading materials. Also, all members of the class will be on an equal level as they learn the method.

2. Teacher passes out xerox copies of "Let's Discover A Words," a Troll picture dictionary written by Robyn Supraner. (See attachment B-24)

3. Teacher plays tape of the first six pages of the material while students silently follow the words.

4. Teacher rewinds tape to beginning, plays one paragraph, and stops the tape. The first student reads the paragraph aloud, pronouncing the words and using the rhythm of the language the way they have been modeled on the tape. Teacher then plays another paragraph, followed by the second student reading it, and so on around the room until every student has had a chance to practice.

5. Teacher asks students to meet in small groups to discuss what they liked or disliked about the method.

6. Teacher leads the entire class in a discussion of the method, asking for group feedback and answering any questions. Objectives of pronunciation, rhythm, clear speech, and mastering of difficult words are reviewed and discussed.

ASSESSMENT:

Oral demonstration of ability: the process of listening and reading is repeated with everyone taking part and discussing and evaluating his/her own feelings and performance.

OBJECTIVE:

The student will practice independently the method of listening to a story on tape and then reading it fluently, according to the modeled behavior.

ACTIVITIES:

1. On the previous day of class teacher explains the objective for the next day's class and passes out stories and tapes to students, instructing them to practice listening and reading paragraph by paragraph at home, going over each paragraph until they are happy with their performances. We have practiced this in class with first and second grade reading materials and with another story. This story and tape is "Henrietta, an Intelligent Fish" by Pauline L. Jensen. (See attachment B-25)

2. On the day of class each student reads aloud a few sentences or a paragraph; the reading continues around the class in this manner until the entire story has been read.

3. Students meet in small groups to discuss and evaluate their own performances.

4. Teacher asks the class for the information collected in the groups, and the information, pro and con, is put on the board in columns labeled: "Things I did well" and "Things I need to work on." Group members enjoy praising the performances of their classmates, so there is no shortage of things students do well as they read. Students usually supply their own things they need to work on.

ASSESSMENT:

Oral demonstration of competency: each student takes part in reading aloud after having practiced independently at home.

OBJECTIVE:

The student will put abstract words into concrete reality by: listening to a tape of a story, reading the story independently, and practicing the "body language" written about in the story to convey various emotions.

ACTIVITIES:

1. On the previous day of class the teacher passes out copies of "Body Language Spoken Here" by Elizabeth McGough. (See attachment B-26) This story is included on the tape that the students were given previously. Teacher instructs the students to listen to the story, to practice reading the story aloud, and to answer the questions at the end of the story. The students are to listen to and read the story as many times as they need to in order to be able to discuss it the next day in class.

2. On the day of class, the students work together in small groups comparing and discussing their answers to the questions at the end of the story. Teacher circulates, participating in groups in a relaxed, friendly, non-threatening manner.

3. Teacher leads the entire class in answering questions about the story and in discussing various answers to the questions. Teacher writes some answers on the board.

4. Students form into small groups and practice role-playing some of the body language described in the story. Then they make lists of and practice body language that portrays such feelings as self-confidence, fear, anxiety, shyness, anger, inflated self-esteem, etc.

5. Teacher models an example of body language for the entire class.

6. Students model their body language behaviors for the entire class. Other students guess the meaning of the behaviors, make comments, ask questions, etc. This is especially interesting if students from several countries are in the class.

ASSESSMENT:

Students orally and physically demonstrate their understanding of the story and of the concept of "body language."

OBJECTIVE:

The student will practice dealing with multiple choice questions of the type used in his/her employer's promotional examinations.

ACTIVITIES:

1. Teacher explains the objective to students, discusses the nature of multiple choice tests.

2. Teacher passes out sheets of sample test questions. (See attachment B-27)

3. Students work in small groups, choosing answers to the questions, discussing the reasons for their choices, and mastering any difficult words. Teacher circulates, taking part in the group discussions, encouraging, and acting as a resource person.

4. The entire class working together, teacher calls on the students one by one to answer the questions and to give reasons for their choices of answers. If there is disagreement, all ideas are aired and discussed. The emphasis is on the "why" of the questions--why they are being asked and why one would choose a certain answer, for example.

ASSESSMENT:

Oral demonstration of student's ability to deal with job-related multiple choice questions. Also teacher administers a short timed practice test which the students take, correct, and discuss. Students take as many of these practice tests as they need in order to feel comfortable with the concept of the multiple choice test.

OBJECTIVE:

The student will practice reading, understanding, and correctly filling out forms and paperwork that he/she is required to deal with on the job.

ACTIVITIES:

1. During the previous class the teacher explains the objective of the lesson and requests that students bring in any forms or paperwork with which they need help. (See attachment B-28)

2. On the day of the class, students work in small groups comparing paper work and discussing possible answers to various questions. They work together, looking up unknown words in the dictionary and discussing meanings. The teacher circulates and acts as a resource person.

3. The entire class working together, the teacher asks for problems from each group and writes them on the board for discussion.

4. Class members discuss the reason for the questions, possible answers, and suggest words, phrases, and sentences that might be used in filling out the paperwork.

ASSESSMENT:

Students successfully fill out typical forms of different types and read their answers to the class, explaining reasons for certain answers and answering questions about them.

OBJECTIVE:

The student will read, analyze, and discuss his/her reactions to a humorous article by Art Buchwa'd.

ACTIVITIES:

1. Teacher explains objective to class.

2. After a brief introduction of article, author, and the uses of satire and humor, teacher reads aloud "Gamesmanship Afloat" by Art Buchwald. (See attachment B-29)

3. Students underline difficult words or anything that they don't understand as they listen to the story being read.

4. Students work in small groups, discussing the vocabulary, their reactions to the humor, and the meaning of the story. Some questions for discussion: What is the point of this story? Why would anyone write this kind of story? How does the author draw characterizations? How does the author use dialogue to tell his story? Is this story funny to you? Why or why not?

5. The entire class working together, the teacher leads a discussion during which the members of each small group share with the entire class their reactions to this type of humor and their answers to the questions. This is especially interesting when students from other countries discuss humor in their countries and their reactions to this story.

ASSESSMENT:

Students demonstrate by group and class discussion their knowledge of and their opinions about the story, including the author's motive for writing the story and how the message is received by the individual reader.

OBJECTIVE:

The student will practice and use the SQ3R (Survey, Question, Read, Recite, and Review) reading method.

ACTIVITIES:

1. Teacher explains objective to class, writing "SQ3R" on the board in large print. Under the letters teacher writes the words: SURVEY, QUESTION, READ, RECITE, REVIEW.

2. Teacher models behavior: using the book The Successful Student's Handbook by Rita Phipps, the teacher surveys aloud the title, author, and part of the table of contents, getting acquainted with the book. Teacher forms some of the titles and sub-titles into questions about the book's contents, writing some of these questions on the board.

3. Teacher reads aloud the section of the book covered by the questions on the board, looking for the answers. Teacher models this behavior carefully, talking through each step as it is performed so that students will see and hear it happening.

4. Teacher goes over carefully with another student, role-playing, what the teacher has read aloud. This is the recite portion of the method. Teacher explains the main ideas of the material covered to the student, who plays the role of one who has not read the material, but who is interested in hearing about it.

5. Teacher models reviewing the material, role-playing a review that will prepare for a test on the material.

6. Working alone, students survey their reading assignment, turning titles and subtitles into questions. Then they read the assignment silently.

7. Working in pairs or small groups, students discuss (recite) what they have read and what questions they have asked and answered.

8. Working with the entire class, teacher calls upon students for their questions, putting them on the board.

9. Students review the material independently.

10. Working with the entire class, teacher asks each student a question about the reading material. The answers are put on the board just as they are given by the students. All students have at least one opportunity to answer questions or to enter the discussion about the reading. Teacher goes around the entire class as many times as possible.

11. First in groups and then with the entire class, students evaluate and share the value of or problems with this method. All ideas are put on the board and discussed.

ASSESSMENT:

Demonstration of ability: students are assigned reading material with which to practice the SQ3R method. They meet in pairs and in groups and with the entire class, as above. Each student takes part as many times as the class schedule will allow.

BROCHURE: ABE IN THE WORKPLACE

The attached brochure, ABE IN THE WORKPLACE, is a planned part of North Seattle Community College Adult Education Division's marketing strategies to bring basic skill classes into the workplace. The mission of our college and the Adult Education Division is to fight illiteracy and bring basic skill instruction into our community in order to reach the thousands of adults with skill deficits in our service whom we are not reaching at the present time.

We plan to mail this brochure to social agencies, businesses and industries on our advertising roster, to distribute brochures on our visits with leaders of the community and in our advisory council meetings, and finally to include brochures with our written and oral proposals for courses taught off-campus in business and industry.

The first successful step in this campaign to bring basic skill instruction into the community was the pilot project class of NSCC Adult Education Division for the City of Seattle Personnel Staff Training Department. As a result of this successful class, the Adult Education Division has been urged by the City of Seattle to send in a proposal for consultant services to provide a training program, A REFRESHER SKILLS LAB, for City of Seattle employee development in 1988-1989. The attached brochure will be a part of our proposal and marketing for the skills lab class.

ADULT EDUCATION IN THE WORKPLACE:

ADULT EDUCATION IN THE WORKPLACE:

WHAT IS IT?

It is a cooperative educational program set up between a business and North Seattle Community College that teaches a variety of basic skills to employees in the workplace. Courses can be tailored to fit the needs of the business organization.

What are the advantages of an Adult Education in the Workplace program?

It is convenient for the employees.

The workplace classroom setting is more familiar: many employees needing such training have not been to school for years and would feel uncomfortable in a traditional classroom.

Employees attend classes with their co-workers and provide support and encouragement for one another.

What kinds of basic skills can be taught in the workplace?

Generally, basic skills instruction can be tailored to fit the needs of the workplace. Specifically, Adult Education in the Workplace includes:

English as a Second Language (ESL) — for non-native English speakers. It includes study of a trade-related vocabulary and role-playing of job situations (e.g., how to tell a supervisor that a piece of equipment needs repair).

Adult Basic Education (ABE), in three areas:

Writing includes studying grammar and learning to fill out forms and write reports that are job-related.

Reading includes learning to read instructions, regulations, safety warnings, and departmental procedures.

Mathematics covers basic math and the special math needs for the employee's job.

General Educational Development (GED). This program prepares employees for the high school equivalency certificate and gives many of them a chance for job advancement and further schooling.

How does the employer benefit from this program?

Simply put, the employees become more effective at their jobs. Having improved their basic skills, employees become more confident, self-reliant, conscientious, and productive.

Businesses offering Adult Education in the Workplace enjoy a decrease in employee turnover and reduced absenteeism — the employees exhibit greater pride and competence on the job.

How is Adult Education in the Workplace paid for?

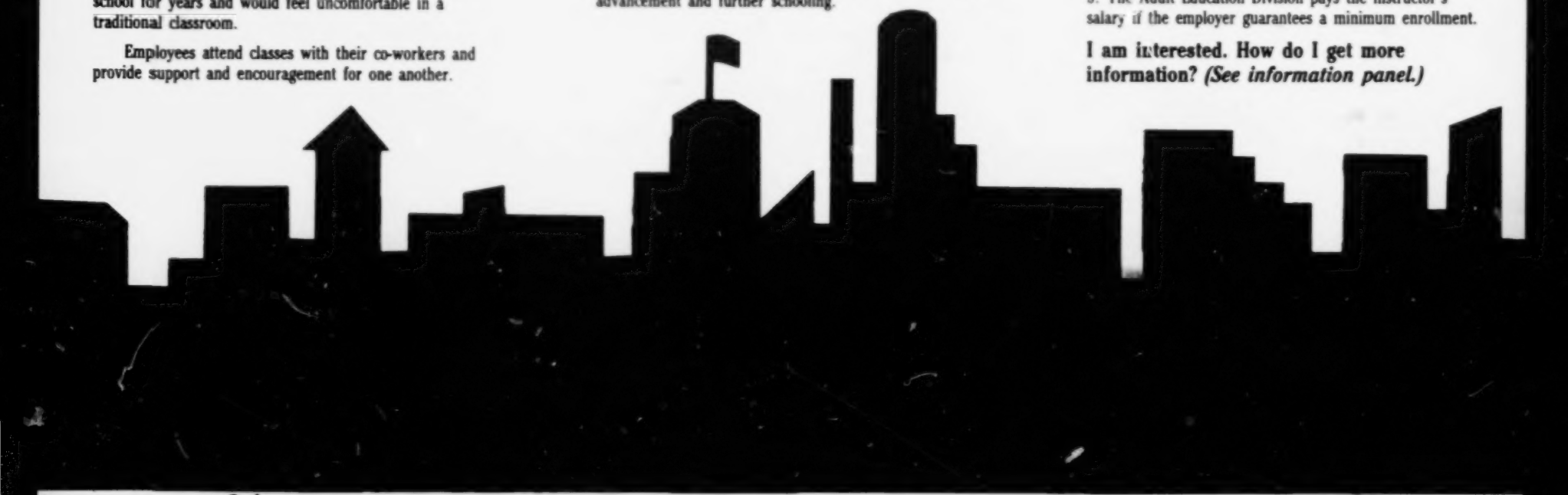
Each agreement is negotiated individually between the employer and North Seattle's Adult Education Division from among these suggested choices:

1. The employer may pay the instructor's salary and course costs.

2. The employer may give the employees time off from work to attend classes and pay the instructor's salary and material costs.

3. The Adult Education Division pays the instructor's salary if the employer guarantees a minimum enrollment.

I am interested. How do I get more information? *(See information panel.)*



I AM INTERESTED. HOW DO I GET MORE INFORMATION?

Contact North Seattle's Adult Education Director, Dr. Marie Rosenwasser, (206) 527-3709. Or write to the Adult Education Department North Seattle Community College 9600 College Way North Seattle, WA 98103

North Seattle Community College
9600 College Way North / Seattle, Washington 98103

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